



# CROSFIELDS SCHOOL

## Relationships and Sex Education Policy (RSE)

<b>Policy Owner:</b>	Head of PSHE
<b>Approved by:</b>	Head, Deputy Head Academic
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### Key Reference Documents and Websites:

- ❖ <https://www.pshe-association.org.uk/> <http://www.jigsawpshe.com/jigsaw-articles-a-z/>
- ❖ <http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationships-education-guidance>
- ❖ <http://www.gov.uk/schools/government/collections/statutory-guidance-schools-safeguarding-children-and-young-people>
- ❖ Education Act (1996)
- ❖ Learning and Skills Act (2000) Equality Act (2010)
- ❖ Keeping Children Safe in Education (2024)

### Also to read in conjunction with Crosfields School Policies below:

- ❖ PSHE Policy
- ❖ Safeguarding & Child Protection Policy
- ❖ Special Educational Needs and Disability (SEND) Policy
- ❖ Anti-Bullying Policy
- ❖ Equality, Diversity and Inclusion Policy

This policy is for all pupils at Crosfields School. The policy is available to all pupils and parents via the school's website, or from the School Office.

## Introduction

Relationships and Sex Education is compulsory in all schools in England as detailed in this policy.

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers can be seen [here](#).

Crosfields uses the framework of the Jigsaw Programme which we feel covers all aspects of Relationships Education, Relationships and Sex Education and Health Education in an age-appropriate way.

## Aims

The aims of Sex and Relationship Education at Crosfields School are:

- To provide a framework in which sensitive discussions can take place
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To help pupils develop feelings of self-respect, confidence and empathy
- To create a positive culture around issues of relationships
- To teach pupils the correct vocabulary to describe themselves and their bodies

## Rationale and Ethos

'RSE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

We are mindful that today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. Naturally, this presents many positive and exciting opportunities, but also challenges and risks. In this environment, it is essential that our pupils know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way, including the nature and quality of the personal relationships they will establish and seek to maintain.

Relationships and Sex Education provides an important forum to give pupils the life skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. It is, therefore, a tool to safeguard children. Relationships and Sex Education aims to promote equality between individuals and groups irrespective of individual differences. It involves an exploration of human and social diversity, and a fostering of self-worth.

At Crosfields, our RSE programme is an integral part of our PSHE provision, especially as education about 'Relationships' is covered by many aspects of the PSHE Curriculum. It is not delivered in isolation but also embedded in other curriculum areas e.g. Digital Learning, Religious Studies and Science.

The teachers that deliver the RSE programme are the teachers who deliver PSHE throughout the year. Those staff members are supported and receive additional training in the format of Continuing Professional Development (CPD) which includes reminders of the protocols of child protection, safeguarding and confidentiality and when to utilise the expertise of the Designated Safeguarding Lead (DSL).

Crosfields overarching aims for teaching RSE is that it is inclusive, and meets the needs of all our pupils, including those with special educational needs and disabilities and that it ensures that it fosters both gender equality and LGBT + equality.

### **RSE and statutory duties in school**

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. Teachers of PSHE, Designated Safeguarding Leads and all teachers share responsibilities for safeguarding and all have a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

Additionally, all Crosfields pupils are taught the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2024) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). The School summer holiday, especially during the transition from primary to secondary schools, is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2018) which includes a section for schools. All Teachers at Crosfields are required to read the most recent KCSIE guidance and undertake Safeguarding training

each Autumn term as a minimum.

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour & Disciplinary Procedures Policy
- Smoking, Alcohol and Drugs Policy
- Equality, diversity & Inclusion Policy
- Health and Safety Policy
- Data Protection and IT Network AUP Policies
- Safeguarding & Child Protection Policy
- Special Educational Needs Policy

## **Roles and Responsibilities**

### **The role of the Governing Body**

Responsibility for the RSE policy at Crosfields School ultimately lies with the governing body. The policy and teaching of RSE is reviewed annually by the Education Committee.

### **The role of the Head**

It is the responsibility of the Head to ensure that staff and parents are informed about the teaching of RSE, and that it is done so effectively. It is also the Head responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The Head ensures that all staff receive ongoing training on issues relating to PSHE and RSE and how to deliver lessons on such issues.

The Head monitors this on a regular basis and reports to governors, when requested, on the effectiveness of the framework.

The Head will discuss any withdrawal requests with parents.

### **The Role of the Head of PSHE**

The Head of PSHE is responsible for writing a Scheme of Work to include all aspects of the RSE requirements of the school. They organise training and support all staff teaching PSHE.

The Head of PSHE and staff are responsible for:

- Delivering the RE or RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory and non-science components of RSE
- Ensuring all staff are up to date with policy changes, and familiar with School Policy and guidance relating to RSE.

### Curriculum Content and Delivery

The curriculum has been developed following the aims and rationale explained in this policy. RSE is taught at Crosfields during timetabled PSHE lessons, using the Jigsaw scheme of work. The grid below shows specific RSE learning intentions and possible lesson guidelines for each year group in the 'Changing Me' Topic. At Crosfields there is much discussion with each Head of year in order to keep all lessons age and stage appropriate.

In addition to the PSHE lessons children in Year 5 have 2 additional lessons on puberty. These are taught in two single sex groups by teachers they are familiar with and the school nurse.

Our RSE programme will be taught through a range of teaching methods and activities that are age and stage appropriate. Including the emotional maturity of individual pupils and any prior experiences that may impact their learning.

#### Jigsaw RSE Content (Reception to Year 6)

Year Group	Lesson number	Learning Intentions 'Pupils will be able to...'
FS1/2	3 Growing up	<ul style="list-style-type: none"> <li>• Seek out others to share experiences.</li> <li>• Show affection and concern for people who are special to them</li> <li>• Explain own knowledge and understanding, and ask appropriate questions of others</li> <li>• Show sensitivity to others' needs and feelings</li> </ul>
1	4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>• Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina</li> <li>• Respect my body and understand which parts are private</li> </ul>
2	4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>• Recognise the physical differences between boys and girls,</li> <li>• Use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</li> <li>• Tell you what I like/don't like about being a boy/girl</li> </ul>
3	1 How Babies Grow	<ul style="list-style-type: none"> <li>• Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</li> <li>express how I feel when I see babies or baby animals.</li> </ul>

	2 Babies	<ul style="list-style-type: none"> <li>• Understand how babies grow and develop in the mother's uterus (not puberty related) and understand what a baby needs to live and grow</li> <li>• Express how I might feel if I had a new baby in my family</li> </ul>
	3 Outside Body Changes (gentle introduction to puberty)	<ul style="list-style-type: none"> <li>• Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process</li> <li>• Recognise how I feel about these changes happening to me and know how to cope with those feelings</li> </ul>

<b>Year Group</b>	<b>Lesson number</b>	<b>Learning Intentions 'Pupils will be able to...'</b>
	4 Inside Body Changes	<ul style="list-style-type: none"> <li>• Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings</li> </ul>
4	2 Having A Baby	<ul style="list-style-type: none"> <li>• Correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult</li> </ul>
	3 Girls and Puberty	<ul style="list-style-type: none"> <li>• Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</li> </ul>
5	2 Puberty for Girls	<ul style="list-style-type: none"> <li>• Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</li> <li>• Understand that puberty is a natural process that happens to everybody and that it will be OK for me.</li> </ul>
	3 Puberty for Boys and Girls	<ul style="list-style-type: none"> <li>• Describe how boys' and girls' bodies change during puberty</li> <li>• Express how I feel about the changes that will happen to me during puberty.</li> </ul>
	4 Conception	<ul style="list-style-type: none"> <li>• Understand that sexual intercourse can lead to conception and that is how babies are usually made</li> <li>• Understand that sometimes people need IVF to help them have a baby</li> <li>• Appreciate how amazing it is that human bodies can reproduce in these ways.</li> </ul>

6	2 Puberty	<ul style="list-style-type: none"> <li>• Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</li> <li>• Express how I feel about the changes that will happen to me during puberty.</li> </ul>
	3 Girl Talk/Boy Talk	<ul style="list-style-type: none"> <li>• Ask the questions I need answered about changes during puberty</li> <li>• Reflect on how I feel about asking the questions and about the answers I receive.</li> </ul>
	4 Babies – Conception to Birth	<ul style="list-style-type: none"> <li>• Describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> <li>• Recognise how I feel when I reflect on the development and birth of a baby.</li> </ul>
	5 Attraction	<ul style="list-style-type: none"> <li>• Understand how being physically attracted to someone changes the nature of the relationship.</li> </ul>
	6 Independence	<ul style="list-style-type: none"> <li>• Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.</li> </ul>

Years 7 to 11 Relationships and Sex Education Content, incorporating information from both JIGSAW and the PSHE Association and discussions with pastoral tutors and the Deputy Head Pastoral in order to keep all lessons age and stage appropriate.

Year Group	Timeframe	Learning Intentions 'Pupils will be able to...'
7	Spring 1 <sup>st</sup> and 2 <sup>nd</sup> Half	<ul style="list-style-type: none"> <li>• Participate in group and class discussion about the components of positive relationships and the values and qualities in relationships</li> <li>• Recognise what they already know about sexual development and health, including a review of puberty and body development</li> <li>• Discuss the impact and portrayal of relationships in social media</li> <li>• Understand that it is okay to know something and it is important to be able to ask questions</li> <li>• Understand the symptoms of menopause and how to support a family member who may be going through it</li> <li>• <b>2024 update</b> – We will not teach about the broader concept of gender identity. Gender identity is a highly contested and complex subject. It is a sense a person may have of their own gender, whether male, female or a number of other categories. This may or may not be the same</li> </ul>



		<p>as their biological sex. Many people do not consider that they or others have a separate gender identity.</p> <ul style="list-style-type: none"> <li>If asked about the topic of gender identity, we will teach the facts about biological sex and not use any materials that present contested views as fact, including the view that gender is a spectrum. Material suggesting that someone's gender is determined by their interests or clothing choices will not be used as it risks leading pupils who do not comply with sex stereotypes to question their gender when they might not have done so otherwise. If we do decide to use external resources, we will avoid materials that use cartoons or diagrams that oversimplify this complex concept or that could be interpreted as being aimed at younger children. We will consult parents on the content of external resources on this topic in advance and make all materials available to them on request.</li> </ul>
8	Spring 1 <sup>st</sup> and 2 <sup>nd</sup> Half	<ul style="list-style-type: none"> <li>Discuss components of positive relationships</li> <li>Describe some of the benefits, risks and consequences of different levels of intimacy and learning how to take responsibility for managing changes in relationships</li> <li>Access the level of intimacy that they think is appropriate at different stages in relationships</li> <li>Understand that intimacy in a relationship should be at an agreed, comfortable level for both partners and that it is possible to be intimate without the risks of penetrative sex</li> <li>Recognise that all of this is applicable to both heterosexual and same-sex couples</li> </ul>
9	Spring 1 <sup>st</sup> and 2 <sup>nd</sup> Half	<ul style="list-style-type: none"> <li>Recognise when others might try to use their power to control, coerce and manipulate in an intimate relationship and understand the features of positive, stable, intimate relationships</li> <li>Understand that consent is a vital feature of a sexual relationship and know about sex and the law</li> <li>Recognise that pornography and some media images give a false impression of sex and sexual relationships. They are able to challenge stereotypical ideas of 'ideal' males and females</li> <li>Describe the different contraception methods available and understand that contraception is important for sexual health as well as preventing pregnancy</li> <li>Understand the consequences of unprotected sex</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>2024 update</b> - The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas (This should not be taught before Year 9, except for where we have identified a greater risk of FGM at an earlier age or have pupils who have been affected by FGM and need support)</li> </ul>
10	Spring 1 <sup>st</sup> and 2 <sup>nd</sup> Half	<ul style="list-style-type: none"> <li>• To identify some of the changes in society that will affect me</li> <li>• To discuss the emotional impact societal change can have on young people</li> <li>• To be able assess the role of media, including social media on social change</li> <li>• To recognise the range of changes I have experienced in my life</li> <li>• To identify the feelings associated with change both positive and negative</li> <li>• I understand the type of decision-maker I am</li> <li>• To discuss the impact of the range of changes families can experience and their impact on children and their parents/family</li> <li>• To identify the change that some people may experience in relation to sexual identity and gender</li> <li>• To understand the spectrum (or galaxy) of sexuality and gender including appropriate vocabulary</li> <li>• To discuss the reality and myths surrounding sexual identity and gender</li> <li>• To describe where to find help and support around sexual identity and gender</li> <li>• To discuss gender and stereotypes in relation to a range of romantic relationships</li> <li>• To identify and understand the legislation relating to a range of relationships</li> <li>• To understand the risks associated with exploring sexual identity</li> <li>• To reflect on physical changes experienced so far</li> <li>• To understand the relationship between physical change, self-esteem and emotional change</li> <li>• To understand the impact of family change and how it can affect future relationships.</li> </ul>

11	Spring 1 <sup>st</sup> and 2 <sup>nd</sup> Half	<ul style="list-style-type: none"> <li>• To know that an intimate relationship can move through different stages and how behaviour may change according to the stage</li> <li>• To give examples of how the media can sometimes portray unrealistic expectations of sex and relationships</li> <li>• To be able to state some of positive and negative connotations of sex and where these might come from</li> <li>• To be able to explain about my own sexual relationships checklist and what I can do to protect my sexual and reproductive health now, and in the future</li> <li>• To explain there is a spectrum of gender and sexuality</li> <li>• To know that sexuality is different from gender diversity</li> <li>• To know that for some people, gender identity and sexuality is fluid and for others it is fixed</li> <li>• To know that LGBT+ people are protected by law</li> <li>• To recognise when there is an imbalance of power within an intimate relationship</li> <li>• To suggest strategies for managing relationships that are imbalanced, including ending them if appropriate</li> <li>• To know how to recognise illegal behaviour within an intimate relationship, how and where to report it</li> <li>• To be able to explain why honour-based violence and forced marriage is unacceptable and illegal</li> <li>• To be able to give examples of honour-based violence</li> <li>• To know what FGM and breast ironing is, and why it is illegal</li> <li>• To consider how power in relationships can affect people</li> <li>• To understand issues relating to inclusion, equality and violations of human rights</li> </ul>
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Children in Year 8 also have a visiting expert from Jigsaw to teach a specific RSE lesson towards the end of the Summer Term.

## **Withdrawal from RSE lessons**

### **In primary education (Nursery – Year 6) from September 2020:**

- Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).
- Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum.
- Head teachers in primary schools must grant requests to withdraw a pupil from sex education, other than where it is part of the science curriculum
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

### **In secondary education (Years 7-11) from September 2020:**

- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

Requests for withdrawal should be put in writing to the Head. A copy of withdrawal requests will be placed on the pupil's educational record. The Head will discuss the request with parents.

## Engaging parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the delivery of the PSHE programme. We are aware that parents and carers are often the prime educators on these issues, as a school we aim to reinforce and complement their role. Communication is an important part of the RSE provision at Crosfields. Parents and carers will be given the opportunity to gain an understanding through:

- Parents RSE Information Evenings, giving parents the opportunity to understand the breadth and content of the curriculum as well as the ability to ask questions.
- A letter sent to parents prior to the RSE lessons being taught in school.
- Parents Evenings
- Reading the PSHE policy and RSE policy, available on the school website or from the school office.
- Information leaflets and displays
- A PSHE/RSE comment on reports by end of Spring Term
- Parents are able to view the resources which will be used to support the curriculum
- Parents can listen to the PSHE&Me Podcast which reflects the nature of the PSHE lessons that term. The link to the Podcast will be sent out in the School's Newsletter and/ or bulletins.

## Engaging with children

Pupils are also offered the opportunity to shape their learning experience within the RSE curriculum. Teachers respond to the need of individual learners during lessons and will shape content delivery in response to feedback. Assessments take place using the Jigsaw framework and those found to have misunderstood concepts are identified and interventions put in place to cover any misconceptions (this is evidenced on Provision Manager). Pupils are also given the opportunity to reflect on their learning experience and comment on content through methods such as the suggestion box, academic ambassadors, and pupil forums.

## Equality, Diversity and Inclusion

This policy is sensitive to the range of religious and cultural views about sexual behaviour whilst still ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. This includes clear, impartial scientific information on matters such as the changes of puberty, abortion and assisted conception, as well as covering the law in relation to, for example, forced-marriage and female genital mutilation. The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination.

As a school we have specific responsibilities in relation to equality and protected characteristics. It is important that RSE fosters gender and LGBTQ+ equality, challenging all forms of discrimination and bullying. The RSE policy is respectful of how pupils choose to identify themselves, understanding their sexual orientation and gender identity that may be emerging.

LGBTQ+ content is fully integrated into the curriculum, avoiding separate units or lessons. Emphasising that it is not centred on sexuality, we want to clarify that parents

cannot exempt their children from LGBTQ+ topics.

## **SEND Provision**

Pupils with SEND may need additional support to make sense of RSE lessons, sometimes separate small group sessions or individual work can help, especially since aspects of their maturity may lag behind their peers. It may be appropriate to offer additional small group sessions for pupils with SEND which allow for questions and discussion that might be challenging or increase the risk of bullying in a usual class format.

Sometimes RSE needs for pupils with Autistic Spectrum Conditions are more specific and there is likely to be a higher incidence of 'social masking' and this should be taken in to consideration when evaluating the effectiveness of teaching and whether pupils have understood the nuances of social and appropriate intimate relationships.

Pupils with physical disability may have to find different ways to communicate, take part in learning and everyday activities: including making friends and socialising with others. They may have anxiety about a different body shape or image, worry about how their body works and what others may think. They may have additional worries or questions about puberty, how they can have sex and whether they can have children. They may not have the opportunity to talk about these things with others with similar needs. It is important that these pupils have access to RSE alongside their peers as well as additional opportunities to explore questions that the RSE curriculum may raise for them. These conversations should take place in a safe space with a trusted and informed adult with access to appropriate, high quality information and resources specific to their needs and requirements.

## **Safeguarding / Confidentiality and Child Protection Issues**

At the start of each RSE lesson teachers will remind pupils of the Jigsaw Charter that is used in all PSHE lessons. Ensuring children listen and allow others to speak, respect other opinions, maintain privacy and allow others to learn.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship can lead to a disclosure of a child protection issue. In which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson ends. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's Safeguarding and Child Protection policy is followed and teachers will consult with the Designated Safeguarding Lead.

Visitors and external agencies which support the delivery of RSE are required to follow the school's visitor protocol. They will be accompanied by a member of Crosfields staff during their interactions with pupils.

## **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial

because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence.

Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

### **Answering Difficult Questions and Sensitive Issues**

Staff members are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead (DSL) if they are concerned.

Crosfields believes that RSE should meet the needs of all pupils, answer appropriate questions and offer support. In lessons that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

### **Working with external experts**

The school may invite guest speakers into school to talk on issues related to RSE, e.g. an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

## Confidentiality

The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's Child Protection and Safeguarding Policy should be followed.

Pupils will be informed prior to delivery of RSE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. This information will need to be passed on to the DSL and the pupils will be informed of the procedure. Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's Disciplinary Policy and Procedure

## Monitoring and Evaluation

The Head of PSHE and Deputy Head Academic will be responsible for ensuring the policy and schemes of work are implemented as agreed. They will gather feedback from pupils, staff and parents and present a review to the Education Committee of the governing body annually.